

Appendix D: Catalog of Future Force 21 Recommendations

Recom- mendation	Description	Priority
1.3.8.G.6	Full execution of hiring authorizations to hire at full strength (w/targeted overhiring for specialties with traditional high attrition rates).	H
1.6.5	Relocate performance consulting function to work directly for G-W due to its cross-programatic impacts.	H
1.6.5.1	Move PAL (G-CPA-2) to G-WRP-3	H
2.1.1.A.2.	Use the Auxiliaries Recruiting Assistance Program (RAP) and allow auxiliaries to work in recruiting offices.	H
2.1.1.B.3.	Direct the Academy to send non-selected applicants information to CGRC and to inform non-selected applicants about other opportunities to serve in the CG's other workforce components (i.e., Active Duty and Reserve Enlisted, Civilian and Auxiliary Workforce)	H
2.1.2.A.5	Target CG Academy appointments so that the graduate output will meet targets for projected specialty needs.	H
2.3.1.G	Qual-based Bonus. Offer SRB to personnel who have specific qualifications. (i.e., FT with CWIS training)	H
BTSS6	Direct Cutter COs to promulgate CST/cutter designation on an annual basis to allow planning for off duty education and work-life issues.	H
BTSS7	Direct Cutter COs to promulgate the underway-manning schedule on a quarterly basis.	H
CIVNA10	Allow employees to adopt flexible work schedules, while still getting the job done, in order to allow for training at their workstations or studying from home during work hours (for both job and educational goals).	H
CIVNA13	Encourage senior leadership (Flags and SESSs) to set example by establishing formal mentoring relationship with one or more mentee.	H
CIVNA14	Include a regular mentoring section in the Leadership Newsletter; also include mentoring articles in CG Magazine.	H
CIVNA16	Encourage USCG Flag/SES corps to commit to and publicly emphasize mentoring as a leadership issue.	H
CIVNA32	Teach and encourage empowerment - it's become a trite by-word, that people are tired of hearing. It is hard to be risk-averse and empower others to make decisions without micro-managing and discouraging innovation. (Maybe a Flag Voice)	H
CIVNA51	Present knowledge of basic organizational issues to each new Coast Guard employee as part of the civilian orientation process.	H
CIVNA55	Provide each new employee with an equivalency table (civ/mil) to be included as part of check-in procedure.	H
CIVNA66	Post the result of this study and other assessments on the Intranet/Internet for all to read.	H
Cont Learn 9	Coast Guard must embrace education as a necessary investment and not as an expense	H
EAST11	Revise awarding of award points in the CGSEAS to increase maximum award points from 10 to 15; zero out awards points after advancement to E-7 except for 10 heroism awards; Add points for Munro Award (3.5) and military outstanding volunteer service medal (1); eliminate advancement points for the Good Conduct Medal since conduct is credited in other factors of the CGSEAS. Eligibility for the Good Conduct Medal be reviewed and updates as needed	H
EAST19	Recommend attendance at the CPO Academy within one year of advancing to E-7	H
EAST20	Evaluate leadership training requirement for advancement to E-9	H
ECDP-NWSS12	Involve all of Team Coast Guard (including civilians and auxiliary) in the "Everyone is a Recruiter" program, and grant permissive orders, provide recruiting materials, ensure feedback/evaluation, encourage field unit assistance, and provide rewards/recognition.)	H
ECDP-NWSS22	Move FN vs. SN decision to a point as early as possible in Recruit Training.	H
FAWW4	Integrate performance-based leadership training into existing leadership programs.	H
FF21 Team - 34	Location (geo-stability)	H
FF21-C	Adjust duty crew hours to minimize hours spent onboard. (ie. Allow duty crew to report to work at 1500 for overnight duty instead of working the entire workday, allow the day prior/after off, institute beeper duty.)	H
FF21-E	Allow flexibility in assignment transfer season to consider needs of spouse's career. Working with member's and their families will increase retention.	H
FF21-H	Build Esprit de Corps by recognizing more CG heroes. (Like Munro, and current heroes of today.)	H

Appendix D: Catalog of Future Force 21 Recommendations

FF21-L	Develop a Flag Voice directing CO's to hold training for managers at all levels in their unit (ie anyone who supervises 1 or more people). Training should address specifically the the direct impact that a manager's actions have on performance, retention and morale of the individuals being supervised. (First Break All the Rules - Corporate research shows the immediate supervisor is the primary reason for people leaving their jobs.)	H
FF21-P	Encourage decentralized idea input... minimize beauracracy... get something for your ideas. (all online) develop as a system to encourage innovation, evaluation, and implementation. Points for products.	H
FF21-WW	Value and reward Risk-based Decision making. Make decisions based on data/information. Eliminate zero-defect environment.	H
FF21-Y	For ships based at CG shore commands, eliminate onboard duty crew requirement.	H
Field Input 12	Update the Correspondence Manual and the Directives Manual for content and accept all SWS (Microsoft Word) default formatting.	H
Field Input 7	Require that any policy published by any means (email, memo, letter, message, COMDTINST, etc.) must end with the description of how to enter the change into the corresponding manual (pen & ink change, placing the document between pages XX and XX+1 of the manual, etc.)	H
Field Input 9	Systemically include the CO's input into the assignment process, particularly in command billets.	H
flagbriefoct-18	Identify current state of leadership development.	H
flagbriefoct-3	build partnerships with Progam Managers, field commanders to develop a clear understanding of future HR needs -- specifically the skills & experience to do the Coast Guard's missions	H
flagbriefoct-8	Develop & expand programs to maximize use or reuse of skills existing in the workforce	H
FLNA3	Release an ALCOAST announcing the availability of FLPP and encouraging personnel to enter self-proclaimed foreign language skills into the PMIS database.	H
GIT4	Place CGRC and TRACEN Cape May, under same Flag Officer (G-WP)	H
GMHR Pilot 1	Ensure members in critical ratings at operational units (MSO, STA, CUTTER, AIRSTA) complete full tour, even if advanced	H
GMHR Pilot 2	Identify select CWO Senior Marine Inspector billets be designated extended tour billets.	H
HEALY-OLSP-1	7 Year assignment process for WAGB engineering personnel. Rotating between MAT (4 years) and WAGB (3 years)	H
HRFA3	Release an ALCOAST that directs commands to enact flexibility in workplace and alternative work schedules. Enact flexibility in work place and alternative work schedules to allow employees to work several types of work weeks other than the traditional 40 hour work week. (e.g., telecommuting, part-time employment and job sharing, subsidized transportation)	H
HRNA-21	Enhance the sponsor program. Provide a mentor for all entry level personnel (including civilians, auxiliarists, contractors) for a short period of time. The goal is quick assimilation into the culture.	H
HRNA-35	Increase use of Acting & Shadowing roles for subordinate staff. It costs nothing & it helps develop people professionally. Rotate roles through all workforce components (including reservists, civilians, Auxiliary)	H
HRNA-4	Include issues of subtler forms of discrimination ("marginalization) in training	H
JONA17	Educate cadets / OC's / junior officers on the basic principles and benefits of mentoring, as well as the CG Mentoring Program. It is important for CG members to know how and why the program is valuable and how they can participate (i.e. ONE DOT Program	H
JONA20	Ensure senior leadership forums, such as CO's conferences, PCO/PXO school, etc. cover the following diversity topics: different personalities/generational values/learning styles/communication styles/leader and follower styles.	H
JONA21	Unit Human Relations Committees include valuing diversity as a frequent discussion topic. Diversity topics should include different personalities/generational values/learning styles/communication styles/leader and follower styles.	H

Appendix D: Catalog of Future Force 21 Recommendations

JONA23	Field unit personnel (where practical), Detailers, and Program Managers visit should make periodic visits to all accession points in order to communicate performance expectations, needs of the Service considerations, and information on career paths and the assignment process.	H
JONA24	Cadets and OCs compete in assignment process for all billet opportunities. Detailers assign billets based on needs of service. Detailers should consider many factors including accession performance, personal desires, academic major, etc. Based on needs (ALL CGA graduates do not go to sea).	H
JRR7	Charter implementation team to act on the JRR SPEAR Process and Qualification Codes focus group's recommendations	H
KIM8	Don't implement the Lifesaver prgm w/out the proper resources.	H
MHC21-04	Establish an integrated training program to develop leadership competencies for all workforce components.	H
NPRDC16	Periodically examine personnel systems for evidence of bias, and to measure racial, ethnic, and gender climate	H
Pipeline18	Designate one entity, G-WTT, as the process owner for pipeline training.	H
Pipeline9	Ensure stakeholders have an up-to-date version of the Master Training List to eliminate inaccurate perceptions about pipeline training failures.	H
RPA21Cen10	Change rating entry criteria to accept AFQT vs. ASVAB to improve recruiting efforts in High Schools & Com. Colleges	H
RSAPAC1.03	Implement and enforce the COMDT Policy on Watch standing Limits at Groups and Stations. The 12-hour Group watch standers standard is already in the field. The proposed new fatigue limit instruction may be viewed at http://cgweb.comdt.uscg.mil/GOCS/Per	H
RSAPAC2.02	Place experienced personnel in specialty fields and keep them there for consecutive tours.	H
RSAPAC2.03	Program Managers need to identify mission-specific pipeline training needs.	H
SENA36	Redesignate the YNCM billet assigned to G-WTT to a MCPO billet as the "Nonrate Rating Force Master Chief" in alignment with enlisted rating force master chiefs.	H
SURF17	Assign CWOs who were former Surfman to the Surf Stations commanded by a CWO	H
SURF39	CGPC-epm assign qual surfman in position of XPO at Stations with surfman assigned	H
WCA-CO-10	Increase awareness throughout the service that promotion board and selection panel precepts and statistics on selection rates are available on demand.	H
WPTS16	Distribute Getting Results through Learning (HRD Council publication, June 1997) to CG mid-grade and senior managers.	H
WPTS40	Develop and use measures of effectiveness for the training system.	H
1.2.5.1	Reduce dependency on OPM to carry out CGCiv Pers functions	H
1.3.6	'Manage the civilian workforce by occupational series.	H
1.3.8.D.1	Allow & ease enlisted members to change ratings & civilians to change specialties.	H
1.3.8.G.4	Monitor for service specialties' needs.	H
1.3.8.G.5	Project civilian workforce needs far enough in advance to allow recruit/training.	H
2.1.1.D.6.	Reserve contracts for OCS/DCO's and reserve extension: Offer members a choice of 3, 4 or 5 year RES EAD contracts (by law, contracts must be no less than one but no greater than five years). This will allow us to lock members in for the maximum allowable time, if they so choose. It also is in keeping with our 5-year service requirement for CGA grads.	H
2.1.1.H.4	For DCO's, allow the rolling panel process to work w/short lead times from interview to selection approval. Under the current system, we lose interested applicants due to the exceptionally long lead time for Secretary approval.	H
2.1.2.B.2	Conduct market research to identify the key messages that resonate with target audiences and use professionally developed marketing materials to recruit personnel.	H
2.1.4.A	Continue to offer military (regular and reserve) accession bonus and civilian recruitment bonus.	H
2.1.4.F	Provide bonus for critical sub-specialties...if no bonus then subsidize MARTIP/MARAD stipend for bonus.	H
2.1.4.G	DCA selectees: Institute a signing bonus to make up the difference between current rank and rank assigned in the CG (typically a one paygrade drop from O3 to O2).	H

Appendix D: Catalog of Future Force 21 Recommendations

2.1.4.H	Fixed wing DCA aviators: Offer a choice of O3 or a bonus, possibly targeted to certain airframes (all are typically commissioned officers).	H
2.1.4.I	P3 exchange pilots: Allow them to come in as boot O3's at end of their contracts if they so desire. They have proven performance in the CG; are already aircraft commanders and have knowledge of CG operations.	H
2.1.5.A	Develop a process to identify the reasons for early attrition from recruit training, first-termers, and civilian probationary period employees and develop plan to reduce early attrition.	H
2.1.5.B	Examine the feasibility of reducing the number of drug related attritions at recruit training by requiring applicants to do pre-drug screening at MEPS.	H
2.1.8.C	Special Duty Assignment Pay (SDAP) should be tied to performance. Recruiters not meeting performance standards should lose entitlement to SDAP until performance standards are met.	H
2.3.1.A	Continue to offer enlisted and civilian retention allowance and civilian relocation bonuses.	H
2.3.1.I	Delayed PG payback tour: Allow members to get their PG degrees, but to go directly to an operational unit, then do the payback tour afterwards. This flexibility would allow members to pursue specialties without missing their windows of opportunity for such critical tours as XO afloat, etc.	H
2.3.1.J	Advanced Training. Bundled advanced training over the period a member obligates to remain in service.	H
2.4.1.C	Work with DOT to remove hiring barriers (i.e., eliminate disincentives for transitioning between components such as the 180 day waiver for mil-civ)	H
2015-4/ECDP-NWSS-8, Sailor21-3	Use the RMIS data base to improve recruiting efforts. RMIS data provides information on the Target Labor Pool and can be used to focus recruiting & advertising efforts on the target audience, providing address, & other pertinent information on those individuals.	H
ALE1	Draft policy and gain concurrent clearance for newly designed training system roles & responsibilities. Effect changes to PAL, OFCOs, budget models, etc. as required.	H
ALE10	Develop and use an evaluation tool that will assess whether MTL and enlisted/officer quals (and associated training) are accurately and completely identifying all required prerequisite K/S/A/A for ALE. Clarify definitions for whole Coast Guard (pre-arrival, pipeline, etc.).	H
ALE11	Develop an evaluation tool that will assess level of prerequisite knowledge and skills (as verified/determined in #1) satisfied prior to reporting. Seek root causes for why needs not met. Analyze root causes for solution sets. Recommend solutions.	H
ALE19	1) Determine major impediments to pursuit of professional development and life-long learning. This includes an analysis of shipboard tuition assistance utilization trends. 2) Develop recommendations on how to a) overcome impediments and b) encourage professional development and life-long learning. 3) Implement recommendations.	H
ALE3	Arrange for a comprehensive training management system needs assessment, as it impacts people in the ALE. Consider OSC Martinsburg's current contract to put Training Management Tool on the web and G-WRI's PeopleSoft transition. If contracted, manage the contract. Secure IT Board approval for recommendations.	H
ALE4	Establish criteria and process for evaluation of all Performance Support System life cycle support.	H
ALE5	Conduct analysis to determine if mission and watchstation qualification requirements support cutter readiness.	H
ALE6	Review or conduct FEA of all General Military Training (GMT) to ensure content is in support of cutter readiness. Identify GMT that is not in support of cutter readiness and recommend removal of requirements for cutters to the Training Coordination Council (TCC). Update HQINST 1550.1 dtd 22 Aug 94, Training Coordination Council Instruction.	H
ALE7	Establish and/or re-validate policies and procedures for entering new learning requirements into the ALE. Ensure that an advocate of the ALE always has a seat on the TCC.	H
AWSS3	Reassign non-aviation support billets to contract or civilian positions	H
AWSS5	Establish Aircrew staffing/training requirements for each aircraft	H
BTSS1	Develop policy for cutter/CST's that maximum inport duty days for the year are 45 days per cutter crewmember and 40 days per CST member.	H

Appendix D: Catalog of Future Force 21 Recommendations

BTSS10	Develop policy that within the 5-year tour, a maximum of 36 months will be spent as a cutter crewmember. If a member completes 36 months on the cutter and there is no opportunity at the CST, the member has the option to leave the program or stay to complete a 5-year tour. Likewise, a maximum of 34 months will be spent as a CST member.	H
BTSS11	For cutters/CST's, develop policy that members who advance to E-7 or CWO (or to new AMJ band) will be allowed to PCS out of the program if a billet is not available within the unit.	H
BTSS12	For cutter/CSTs develop policy that petty officers who advance two pay grades (or to new AMJ band) will be allowed to depart the program for career development opportunities elsewhere if a billet is not available and the unit qualification pool allows.	H
BTSS2	Develop scheduling policy for cutter/CST's to allow all crewmembers a minimum of 80 days off per year, to include their 30 days annual leave.	H
BTSS3	Develop policy for CST crewmembers to be qualified in a primary cutter watch station (i.e., OOD, OMOW, Helm/Lookout, EOW) and a primary underway mission position (i. e., ATON/deck, crane operator, DC above basic PQS, EMT) appropriate to the member's rate/rank, inport or underway.	H
BTSS4	Develop policy that cutter crewmembers will sail greater than 60 days per year, but no more than 150 days per year.	H
BTSS5	Develop policy that CST crewmembers will sail a maximum of 60 days per year to acquire and maintain qualifications and provide short-term personnel backfill.	H
BTSS8	Assign personnel to this cutter/CSTs for 5 years.	H
BTSS9	Develop policy that the entire 5 years, whether a member is a cutter crewmember or CST crewmember, will count as sea duty, and career sea pay will be paid.	H
CIVNA22	Emphasize the critical value of training in "soft" subjects such as conflict resolution, communications, and leadership and redefine the criteria for "C" school funding so that they compete more evenly with operational training.	H
CIVNA36	"Lead the charge" (G-W) by (1) sending an ALCOAST explaining the Individual Development Plan (IDP), (2) doing an IDP Flag Voice, and (3) measuring compliance with, and effectiveness of, IDPs.	H
CIVNA42	Regularly measure the Coast Guards satisfaction of workforce needs.	H
CIVNA52	Develop one video of CG history to be shown at all civilian orientations and all military indoctrination;	H
CIVNA53, HRNA-17	Rather than offer a single week-long, non-resident course for civilian orientation, as is now the practice, consider development of a year-long, self-directed, orientation program using CBT technologies, video, and interactive experience that each new civilian must complete successfully during his/her "probationary" first year.	H
CIVNA57	Provide organizational training/learning for all civilians including their individual relationship to the organization, its strategic goals, and each individuals contribution to those goals;	H
CIVNA59	Assign civilian employees to mentor/educate new employees on how to use the intranet effectively to locate current policies and procedures as well as familiarize them as to the use of current manuals and publications. This will ensure the mentor/educator obtains this knowledge as well.	H
CIVNA60/Sailor 21	Develop plain language Employee Desk Reference Guide web site on how to locate resources with an index for easy location of up-to-date policies and procedures.	H
CIVNA65	Introduce civilian workforce awareness (value, policy, differences) earlier in military career (i.e. USCG Academy, OCS). Add a segment to curriculum of all indoctrination classes and orientation.	H
CLCVTF06	HR strategic blueprint. Link HR goals to company strategic goals. HR lifecycle product development; adopting lifecycle concepts used by business units.	H
Cont Learn 11	Develop capital plans, plan life-cycle replacement on major equipment and platforms. Replacements or upgrades must include training and maintenance costs.	H
Cont Learn 13	Foster individual's development (mentor).	H
Cont Learn 3	Assess return on investment for PG programs. Get multiple paybacks for PG and/or consider civilians for same opportunity to maximize ROI.	H
CS&CP1	Develop workforce management systems to allow: (1) central control of necessarily restricted positions; (2) direct local control of all other positions; (3) user-friendly methods of administration.	H

Appendix D: Catalog of Future Force 21 Recommendations

CS&CP5	Develop a workforce modeling tool to manipulate hypothetical rates for hires, separations, and promotions among various diverse workforce components to predict the outcome.	H
CS&CP6	Provide officer and civilian recruiters and associated infrastructure, analogous to enlisted recruiting practices. ('CS&CP6)	H
CS&CP8	Develop an automated staffing system for rapid comprehensive dissemination of vacancy information and job announcements, on-line applications, automated rating, ranking, and responding to applicants.	H
Cultural Changes Article2		
	Consider non-traditional quality of life initiatives such as berthing crews ashore when the ship is in port.	H
DSBTF 1	Launch and sustain an aggressive, coordinated CG-wide advertising campaign to promote understanding of the value of public service in both military and civilian positions.	H
DSBTF 25	Monitor TRICARE experience for quality, cost control, and beneficiary satisfaction.	H
DSBTF 8/CS&CP4/H RNA-23	'Grow Our Own' civilians. Establish intern programs based on career fields and organizational needs. Restore student program, management intern and upward mobility positions by establishing a continuing reserve of positions.	H
EAST14	Allow members to take the exam once per advancement cycle. However, if member fails first time they can take it again but with a penalty (the highest possible score now becomes a 90, etc..)	H
EAST22	Allow access to computer-based advancement calculation spreadsheet so that members can determine their scores; thereby removing the "mystery" of an individuals score computation	H
EAST8	Include incentive points for hard to fill out-of-rate assignments.	H
EAST9	Complete performance based quals for next pay grade prior to assignment out of rate.	H
ECDP- GENREC47/nwss36	Analyze the CG Personnel Qualifications Standards (PQS) and Job Qualification Requirements (JQR) system. Develop new unit-specific PQS	H
ECDP- NWSS10	Ensure local marketing practices are aligned with national marketing efforts.	H
ECDP- NWSS14/NP RDC13	Establish a "caretaker" position(s) to significantly reduce pre-shipping attrition. (I.e., keep in contact with personnel in the delayed entry program (DEP)). Examine the feasibility of using an auxiliarist to fill this position.	H
ECDP- NWSS37	Develop new SN and FN Courses	H
EPODC5	Revise Engineering Petty Officer Afloat Damage Control (DC-03) Course using the training interventions for each task validated by this FEA, or incorporate in the MK-01A Engineering Administration EPO Afloat Course	H
FF21 Team - 11	Develop tracking system for the desired competencies.	H
FF21 Team - 12	Educate new and current civilian employees on organizational culture and values	H
FF21 Team - 21	Identify competencies for targeted major (series) occupations, e.g. 1102 = Procurement; 0343 = Program Analysts	H
FF21 Team - 24	Identify the delivery methods for the desired competencies: Training (A, C, etc.) and Qualifications	H
FF21 Team - 27	Identify the desired competencies of all ratings for each unit-type and equipment (both existing and new acquisitions)	H
FF21 Team - 37	Manage the Active Duty and Reserve Enlisted workforce Assignments Centrally/Regionally.	H
FF21 Team - 4	Identify the desired rating-specific competencies for the active duty and reserve enlisted workforce.	H
FF21 Team - 40	Maximize ROI for training, certifications, and advanced education. Invest AFC-56 funds to meet emergent service needs.	H
FF21 Team - 41	Maximize the capacity to match officer skills with billet education requirements and competencies.	H

Appendix D: Catalog of Future Force 21 Recommendations

FF21 Team - 45	Stabilize assignments.	H
FF21 Team- 1	Expediate process for CG Afloat personnel to obtain Merchant Lisences by developing standard doctrine for Regional Exam Centers (REC). Include: Consolidate/Eliminate all lisenre requirements which are inherent to CG afloat service, Pursue CG approval /accreditation for CG pre-afloat training (Radar, FF school), Create CG owned vessel only endorsement and waive application fee or create propay for lisenced mariners (appropriate for vessel size and AOR)	H
FF21-1	Charter rating reviews for the remaining enlisted world of work.	H
FF21-2	Charter a Chief Warrant Officer Needs Assessment.	H
FF21-3	Charter a Mid-level Officer Needs Assessment.	H
FF21-4	Charter a Senior-level Officer Needs Assessment.	H
FF21-8	Charter an Assignment Officer Needs Assessment.	H
FF21-9	Charter a Career Development Advisor (CDA) Needs Assessment.	H
FF21-AA	Increase spouse transition benefits. (In todays dual career household, the non military spouse often has a job which is higher paying or offers more lucrative benefits than the military billet. We must offer competitive transition benefits such as placement services, career counseling, hiring preference, etc. in order to retain our members. Compare benefits to major corporations offerings.	H
FF21-EE	Monitor quality of life due to demographic and societal changes and make adjustments to quality of life programs as needed.	H
FF21-F	Apply technology to improve quality of life for members and dependents while deployed away from home.	H
FF21-FF	New crewing alternatives to make deployments less burdensome on our people and their families. *	H
FF21-G	As a sea duty incentive,reduce the overall number of cutters and double up crews on remaining ships. Potential exists for significant equipment cost savings.	H
FF21-NN	Recognize the connection between Meals and Morale. Strive for high quality and creative use of Galley resources. (ie Espresso on ships).	H
FF21-PP	Re-examine BAH rates to ensure allowance fully covers member'sactual housing expenses.	H
FF21-Q	Establish an attribution-free forum for feedback to senior management.	H
FF21-X	Extend tours at hard to fill locations such as Airsta Borinquen and use costs saved from personnel transfers as a location incentive pay.	H
FF21-Z	Improve administration of performance management and the reward processes	H
Field Input - 14	Why dont we have all these new CPO's who are attending a leadership academy study these problems. It would be discrete, done by the rock that anchors the CG, and from a diverse group of people. They have to be at the academy anyway and the experience that they have would be valuable.	H
Field Input 1	Correct and capture civilian occupation codes.	H
Field Input 10	The Coast Guard desperately needs to do a better job selling itself to the people who give us money and the people who wear the uniform. If any study team needs to be formed it should be to study the Air Forces tactics for getting the proper funding from congress.	H
Field Input 11	The upper echelon will have to start telling the real truth to congress, not the one that they think will get them in good with this or that Senator or Congressman. Specifically, identifying our critical needs and shortfalls, and not accepting new tasking that does not come with resources to support it.	H
Field Input 3	Detailers should be human resource specialists and civilians	H
Field Input 4	Detailers should discuss their assignment decisions with their "customers."	H
flagbriefoct-1	assess the workforce climate by conducting cultural audit/climate survey/exit surveys at regular scheduled intervals	H
flagbriefoct-13	Ensure BAH meets CG needs. Resolve disparity between BAH and actual housing costs.	H
flagbriefoct-14	Establish leadership competencies and expectations for all of team Coast Guard at every level.	H

Appendix D: Catalog of Future Force 21 Recommendations

flagbriefoct-15	Establish required leadership training for both Officers and Enlisted to be eligible for promotion to the next higher grade.	H
flagbriefoct-2	Build core values and leadership competencies into all resident training.	H
flagbriefoct-21	Improve the leadership program by identifying gaps between current and desired state of leadership development.	H
flagbriefoct-22	Objective 2.1.8. - Tie recruiter incentives (special pay, assignment preference) to performance for active duty, reserve and civilian.	H
flagbriefoct-25	validate and improve pre-arrival training delivery (includes all pipeline training)	H
flagbriefoct-9	Develop a better way to determine personnel requirements (demand) and translate them into unit requirements for knowledge, skills, and experience.	H
FLNA1	Establish a new O-4 billet in G-WPM, the Foreign Language Program Manager with responsibilities developed by the FLNA.	H
GAO-Budget Chall-5	Make mil-civ conversions recommended by GAO	H
GIT15/Sailor 21-2	Conduct a cost/benefit analysis of the Recruiting Programs (i.e., Hometown Recruiting, 'Examine return on investment for recruitment programs (i.e., CGRIT, CSPI, MITE)) .	H
GIT53	First units and "A" school should reinforce training and discipline taught during basic training. Intensify discipline continuum between TRACEN Cape May, first unit, and "A" school for nonrates.	H
GIT59	Implement NWSS which incorporates and reinforces core values training throughout recruit training.	H
GIT62	Increase availability of women's uniforms.	H
HEALY-TRNG10	Develop standardized training materials (training/job aids, workbooks, etc.) to enhance the effectiveness and efficiency of OJT.	H
HEALY-TRNG9	Document the crew qualification (or staffing) statistics on minimally crewed units. A key assumption of reduced/minimum crewing is fully qualified personnel at all positions. If one or more of the ships crew does not have the minimum skills and knowledge to perform their required duties, the ship will have difficulty functioning as envisioned.	H
HRNA-25	Use Alternative Dispute Resolution (ADR) tools & techniques to solve problems at lowest level and to speed up process	H
JEMS4	Send recruits thru A Schools before reporting to 1st unit.	H
JONA10	Validate currently required reports	H
JONA13	Decrease workload through automation of required reports. (CGMA is an outstanding example of successful automation.)	H
JONA14	Develop a workload reduction "lessons learned" or "best practices" database that can easily be shared amongst units.	H
JONA25	Re-examine Professional Development requirements to prepare for a career vice a 1st tour afloat assignment. For example, 4th and 3rd class summers could focus on exposure to general CG unit missions (EAGLE, myriad of ashore and afloat units).	H
JONA28	Reassess the number, importance, applicability, and enforcement of rules at CGA. Emphasize the importance of uniform enforcement of published standards. The number of Rules and Regulations are so great in number that many times they are not enforced uniformly.	H
JONA30	Have active duty members from outside CGA (PCO/ PXO students, CPOA, CWOI, guest speakers, etc.) give lectures on real world concerns and demands facing JOs. Topics must be relevant and timely to the audience, focusing on cadets nearing graduation.	H
JONA31	Increase cadet responsibility and accountability while at CGA in order to more accurately reflect those faced after commissioning. Increase decision-making opportunities for cadets in good standing to improve time-management, maturity, and decision-making.	H
JONA32	Increase cadet financial responsibility. Increase cadet participation, responsibility, and accountability for management of their personal funds. Reflect as accurately as possible the real-world financial situation facing service members, including debt.	H

Appendix D: Catalog of Future Force 21 Recommendations

JONA33	Develop field unit links to the CGA - provide exposure to real-world CG units. Provide each company with a field unit sponsor(s) that provides unit information such as unit newsletters, ombudsman letters, after action reports, etc.	H
JRR17	Require occupational analyses be conducted every two years or less.	H
MHC21-06	Access and retain employees according to competencies	H
MHC21-10SHRM1/	Measure impact of human capital policies & practices on Human Resource Management missions and goals.	H
NPRDC17	Gather research on targeted recruiting pool (ie women, gen x,...), prior to recruiting them and prepare the organization to achieve success in recruiting and retain these individuals.	H
NPRDC20	Acquire & use SKIPPER (Skilled Personnel Projection for Enlisted Retention) to identify skill shortages and preventing reenlistment in over-manned skills and identifying skills where incentives are needed	H
NPRDC21	Acquire mathematical models from OSCAR (Obligated Service Contract Analysis Report) to forecast expected personnel losses, reenlistments, and contract extensions. Will reduce forecasting errors by 50% and avoid freezes in PCS moves, delays in promotions, and unneeded separations	H
NPRDC9	Acquire the Job Advertisement and Selection System (JASS) to help close the gap between service needs and needs of the individual	H
Pipeline13	Partner with the Engineering and Weapons School to develop job aids for tasks contained in MK-06 & MK-30 Course. Test, modify or consider deleting course.	H
Pipeline15	Partner with Engineering and Weapons School to develop jobs aids and a Coast Guard specific course to replace CML-005 Course. Delete 110' WPB training requirements for CML-005 from the Master Training List.	H
Pipeline22	Provide other incentives to attract MKCs to 110' WPB cutter assignment to ensure that sufficient numbers of individuals are available to meet the operating needs of the vessel.	H
Pipeline4	Identify shortfalls in training capability - provide to CGPC and TQC.	H
RPA21Cen1 1	Increase efforts to attract Community College graduates & home-schooled students	H
RPA21Cen3	Allow Increased Geographic Stability	H
RSAPAC2.0 4	Develop an ashore master training list with program manager guidance	H
RSAPAC2.1 2	Synchronize military personnel assignments with specialty school availability.	H
RSAPAC2.1 5	Define the connection between training and readiness. Tie training requirements to units, billets and skills.	H
RSM3	Offer geographic stability to attract and retain personnel in critical specialties.	H
RSM4	Establish re-enlistment bonus for enlisted personnel with special qualification codes in information technology	H
Sailor21-11	Utilize web-based surveys and evaluation tools	H
SENA19	Publish senior enlisted roles and responsibilities at recruiting and all accession-training points (Brochure & Video). Incorporate into Military Requirement (MRN) courses and Servicewide Examinations (SWE).	H
SENA21	Establish at all major commands, where E-7's – E-9's are assigned, a "First Unit Professional Development Board" (PDB) similar to PACAREA's model. Ultimate responsibility lies with the Chief's Mess.	H
SENA26	Incorporate Senior and Master Chief non-resident courses into our Military Requirements (MRN) System.	H
SENA7	Using the required optimals as a guide, program/force managers should provide on-the-job training to all new Rating Force Master Chief (RFMC). A desktop reference ("recipe book") guide should be developed that provides guidance, resources, and problem solving tools (standard operation procedures) to increase effectiveness.	H
SPMPSPE4	Make sure technical skills get utilized (closed loop detailing): Actually use training received	H
STORM3	Maintain a skills inventory	H
SURF10	Identify potential Reserve Surfman Coxswains who possess potential and desire to qualify as Surfman or Surf Coxswain.	H
SURF13	Recommend that G-OCS work with appropriate offices to identify workforce restrictions that impact the BM Rating	H

Appendix D: Catalog of Future Force 21 Recommendations

SURF15	Measure and examine the impact required sea time has on promoting qualified surfman. Create an equivalency of sea time for surfman. Currently surfman do not fair well at promotion points due to lack of sea time, resulting in a lack of experienced qualified senior surfman.	H
SURF37	Rec D13 evaluate effectiveness of station policy to have cox qual on each unit prior to qual on MLB as a surfman	H
SURF45	Refine optimal know and skills req of cox to safely operate in breaking surf conditions up to 8 feet and the ability to id when situation warrants surfman. Add to PQS of surf cox at id surf stations (G-OCS work with NMLB school and G-WTT-1)	H
SURF46	Add requirement to recert process for all cox serving at Surf stations that they safely transit (inbound and outbound) a 4' breaking bar three times every 6 months (G-OCS should review).	H
SURF51	Identify potential policy changes that need to be in place to insure that all cert surfman serving at a station receive SDAP regardless of number billeted on the PAL	H
SURF53	G-OCS and G-WTT partner to id the Knowledge Skills Attitude and Ability (KSAA) req by Surfman.	H
WCA-C-3	Identify resources to implement and manage expanded intranet and internet use to better communicate with team CG	H
WPTS24	Ensure HRMIS capability to maintain and automatically update member's training record (ALL training successfully completed) and ACE credits as appropriate.	H
WPTS25	Electronically maintain Reserve personnel civilian skills and knowledge in HRMIS for use by Force Optimization and Training.	H
WPTS3	Establish process for G-W, Senior Management Team, and Leadership Council to identify and prioritize major workforce performance issues.	H
WPTS38	Develop policy on acceptable training delivery and implementation for CG workplace environments, with special emphasis on the time and environmental limitations of operating units.	H
WPTS43	Publish training metrics and measurements continuously.	H
WPTS54	Establish a human resources investment board designed to improve Coast Guard outcome goals. Promote cross-programmatic Human Resource teams for developing future strategies, policies, and plans which guide Coast Guard decisions that impact the workforce.	H
WSJ	Modify advertisement to focus on the military as a way of obtaining college credit. (High school seniors do not see the military as a way to attend college. They see the military as a detour from college not the way to get to college.)	H
1.3.1	Define jobs by AJM vice paygrade.	H
1.3.2	Manage the Reserve Officer workforce by specialty and unit.	H
1.3.3	Identify and model the rates/specialties/series for modified AJM (or Journeyman, Master, Executive levels)	H
1.3.4	Manage the Active Duty and Reserve Enlisted workforces by rating and unit-type.	H
2.1.1.A.3.	Establish a HR professional rating/specialty/series with a recruiting/recruiter track.	H
2.1.1.C.2.	Review return on investment for current JROTC program. If historical ROI is low, then examine the feasibility of moving the JROTC program to another area.	H
2.1.1.D.3.	Market that internship at HBCU, HACUs, Specialty Schools (i.e., Business or Technical Schools).	H
2.1.1.D.5.	Create a flexible process that will allow for periodic review of the allocation of intern positions and for reprogramming of that allocation.	H
2.1.1.F.1	Assign a specific office/person to monitor this and invoke the review.	H
2.1.4.B	Offer a variety of accession incentives other than bonuses. (i.e., guaranteed assignments, advanced training, a bundling of various incentives).	H
2.1.4.D	Guaranteed PG school: Would be an incentive for those we would like to attract to technical specialties.	H
2.1.5	Objective 2.1.5. - Reduce early attrition from recruit training, and first-termers, and civilian probationary period employees.	H
2.1.8.A	Develop criteria for providing incentive awards to employees who refer candidates for hire to hard to fill jobs (Note: Currently have an recruiting incentive award system on the military, but not on the civilian side. Should consider paying a finders fee in the form of a civilian incentive award for civilians who are instrumental in the hiring process of a civilian or military employee).	H
2.1.8.B	Establish guidelines for reimbursing auxilariast involved in the recruiting effort for travel, parking, per diem, phone calls, etc.	H

Appendix D: Catalog of Future Force 21 Recommendations

2.2.2.	Objective 2.2.2 – Use “push” technology to improve recruiting. Push technology allows proactive electronic notification of when a job comes open.	H
2.2.3	Objective 2.2.3 – Use telemarketing to screen initial candidates. Use recruiters to pursue interested candidates. (Study: WSJ)	H
2.2.5	Objective 2.2.5 - Maximize recruiter mobility by creating a “virtual office” through use of cell phones, laptops/modems, etc. (ECDP-NWSS9)	H
2.4.1.A	Identify potential barriers that currently prevent members from moving between the various workforce components.	H
2015-1	Expand our recruiting goals to include hiring a diverse workforce (i.e., age, education, persons with disabilities, AFQT/military score, propensity, inherent capability).	H
47OLSP1	Make tech manuals available in electronic format and incorporated into CG Naval Engineering Technical Information Management System, ensuring wide distribution and easier access.	H
ALE12	Conduct analysis of root causes to significant increase in pre-arrival pipeline training missed. Identify solutions to root causes. If controversial solutions are involved, market to senior leadership and gain key stakeholder buy-in. Implement solutions.	H
ALE13	Evaluate individual retention of knowledge & skills to perform, operate, & repair job/billet specific duties/equipment. Ensure training solutions are aligned with ROC/POE.	H
ALE14	Development of training matrix to assist programs in the development and design process to ensure most effective and efficient training solutions are provided to ALE.	H
ALE2	Using new policy and resources, implement training system roles & responsibilities transition plan and make permanent changes. Set up an evaluation team/period to ensure changes have positive impact.	H
ALE20	1) Develop and deploy survey instrument to assess status of optimal K/S/A/A of learners in the ALE. Determine gaps in K/S/A/A for learners. 2) Conduct root cause analysis on learner gaps. Research and identify solutions to close the gaps. Gain approval and funding to correct gaps. 3) Per approved recommendations, design and implement solutions to close learner gaps. Develop and deploy evaluation tool to ensure solution closes gaps and does not produce unintended consequences.	H
ALE21	1) Develop and deploy survey instrument to assess status of optimal K/S/A/A of teachers/AP in the ALE. Determine gaps in K/S/A/A for learners. (May be in conjunction w/ learner). 2) Conduct root cause analysis on teacher/AP gaps. Research and identify solutions to close the gaps. Gain approval and funding to correct gaps. 3) Per approved recommendations, design and implement solutions to close teacher/AP gaps. Develop and deploy evaluation tool to ensure solution closes gaps and does not produce unintended consequences.	H
ALE22	1) Develop and deploy survey instrument to assess status of optimal K/S/A/A of TO/ESOs in the ALE. Determine gaps in K/S/A/A for TO/ESOs. (May be in conjunction w/ learner). 2) Conduct root cause analysis on TO/ESO gaps. Research and identify solutions to close the gaps. Gain approval and funding to correct gaps. 3) Per approved recommendations, design and implement solutions to close TO/ESO gaps. Develop and deploy evaluation tool to ensure solution closes gaps and does not produce unintended consequences.	H
AWSS2	Relevel workforce staffing standards at all air stations to reflect operational loading, aircraft type, corrosion factors, and other environmental factors	H
BTSS13	Establish Cutter Support Teams (CST's) for all buoy tenders: For cutter/CSTs, the concept of work for the CST is to accomplish all administrative and logistical tasks in the more efficient, less distracting environment of an office ashore. CST crewmembers will be members of their respective department on the cutter and under the supervision of a designated CST supervisor/enabler when the cutter is underway. When the cutter is in port, the maximum effort of the CST will be to prepare the cutter for its next underway period and complete required planned maintenance. This may involve non-traditional hours. While the cutter is underway, CST members will complete administrative and logistic tasks and pursue increased work-life opportunities.	H
CIVNA17	Convene more CG “Civilian Personnel Procedures for Supervisors” classes and require all supervisors of CG civilians take and pass the course .	H
CIVNA28	Review and amend position descriptions to reflect necessary competencies to meet mission/performance requirements. New PDs should be “dynamic” and reflect changing requirements, standards and best practices as the environment changes;	H

Appendix D: Catalog of Future Force 21 Recommendations

CIVNA35	Require Individual Development Plans (IDP) as part of every application package for Coast Guard-sponsored training. (OPM and Department of State already require this to ensure training requests are linked to required skills and developmental needs).	H
CIVNA38	Present Individual Development Plans (IDP) to every new employee and a sample (with explanation) be included in a unit welcome aboard package.	H
CIVNA39	Provide orientation training that include topics on professional development and the use of Individual Development Plans.	H
CIVNA44	Provide on-demand access to existing professional development resources available to the civilian workforce.	H
CIVNA45	Identify and publicize known career path opportunities.	H
CIVNA54	Make basic information available on demand to reinforce employee's initial learning;	H
CIVNA56	Develop on-line learning opportunities for supervisors and managers that include union representation, fair and unfair labor practices, the legislative and budget processes, etc. as a required part of professional development;	H
CIVNA7	Provide Continuing Professional Education (CPE) credits for job-related training, and recognize/reward those who earn them.	H
CLCVTF01	Develop a HR self service delivery system to free HR from considerable administrative burden. Maintaining employee data shifts to employees. (I.e., Civilian Employee Express)	H
Cont Learn 4	Establish training and mentoring programs specifically aimed at promoting continuous learning and improvement.	H
CS&CP	Resources (i.e., interns) given to commands should not be loaned for 1 or 2 years, but should be given for as long as the occupant remains in the position.	H
CS&CP10	Modify the civilian workforce position management system to provide flexibilities allowing managers an improved capability to recruit to meet emerging, changing needs and respond to new recruitment possibilities.	H
CS&CP11	Develop a national recruitment program to include: New recruitment materials; hyperlinks between CG website and websites of diverse colleges and universities, friendly environment for job applicants, keeping them informed on the status of their applications and interested in future employment opportunities; measurement of all major aspects of the recruitment process. Integrate all workforce components.	H
Cultural Changes Article1	Design new ships and systems around the sailor. Crew spaces must provide quality of life equal to or exceeding commercial standards and state-of-the-art learning on demand.	H
DSBTF 11	Move to seamless integration of active and reserve components with a single, integrated personnel and logistics system.	H
DSBTF 29/DSBTF 19, Flagbriefoct	Enhance retirement options. Provide more than one retirement option for members (i.e., Allow individuals the choice between an annuity based on the 2.5 percent formula or a lump-sum payment for retirement; Convert all or part of retirement plan to a defined contribution plan (401K); benefit portability, and different service lengths and retirement points. Extend the defined contribution system to non-active duty personnel.)	H
DSBTF 4	Include CG in DOD proposed legislation to transfer authority for civilian workforce from OPM to DOD.	H
DSBTF 5/EAST 16	Expand CG Leadership Training for workforce.	H
EAST12	Combine Service wide Exams and End of Course Tests melding the best elements of each into one streamlined examination system requiring less burden on member, unit, training development and exam distribution systems	H
EAST13	Administer exams during 3-6 month window determined on assignment system needs and the time needed to update the course material and exam	H
EAST17	Include a leadership training module in each MKE (MRN course revision)	H
EAST18	Require attendance at formal leadership training if member did not attend Class "A" school (e.g. striker). This training should have the terminal performance objectives as Class "A" school.	H
EAST21	Apply different weights for the elements of the CGSEAS depending on the pay grade	H
EAST23	Use indicators of past performance and future potential in advancement decisions (2/3 past 1/3 future)	H
EAST24	Use different methods of advancement at different levels in organization	H

Appendix D: Catalog of Future Force 21 Recommendations

EAST25	Use a variety of criteria for making advancement decisions	H
EAST7	Determine new rate-specific requirements (similar to sea duty requirements and points) and CGSEAS points for these rate-specific requirements	H
ECDP-NWSS16	Implement Redesigned Recruit Training Process	H
ECDP-NWSS17	Implement CG mission-based recruit training	H
ECDP-NWSS9A	Objective 2.2.6 - Develop a Recruiter Electronic Performance Support System (EPSS) to simplify and streamline the recruiting process while meeting the needs of both the recruiter and the prospect. (ECPD-NWSS9A)	H
FAWW1	Document & develop skills and competencies for the future workforce.	H
FF21 Team - 15	Establish a college loan repayment program.	H
FF21 Team - 17	Establish outreach with HBCUs, HACUs, etc.	H
FF21 Team - 18	Expand the college degree payment program to civilian personnel similar to the military postgraduate program.	H
FF21 Team - 20	Identify and use desired competencies in hiring Civilians, Active Duty and Reserve, i.e. match individual's talents to position-desired competencies	H
FF21 Team - 31	Include leadership/mgmt measurements in evaluations to make mgmt accountable for how all workforce components are treated.	H
FF21 Team - 32	Increase direct accessions of military personnel accessed using the Direct Petty Officer Program. The current direct petty officer program provides the authority to offer paygrade E-4 to civilians who meet specific guidelines. Program should be modified to allow for the accession of civilians at higher paygrade levels.	H
FF21 Team - 33	Length of assignments (A/J/M).	H
FF21 Team - 35	Manage advancements within ratings or ratings/units.	H
FF21 Team - 36	Manage advancements within specialties or specialties/units.	H
FF21 Team - 46	Streamline internal and external civilian hiring process	H
FF21 Team - 47	Tailor civilian opportunities/options to the individuals desired career path.	H
FF21 Team - 48	Target desired competencies in hiring civilians and military, (i.e. match individual's talents to position-desired competencies/specialties/series)	H
FF21/SPMP SPE3	Develop flexible compensation policies for for Officers, Enlisted, Civilian and Reserves to meet service needs.(ie. Pay for specific skill sets, performance, or geographic locations.) 'Restructure the military pay system to further emphasize pay for performance and skills. (i.e., Broad-banding: apprentice/journeyman/master.	H
FF21-A	Examine DOD, DOT, other federal agencies, and industry entitlement, earned benefit and training programs to identify potential improvements or additions to Coast Guard programs.	H
FF21-B	360 Degree evaluations, including customers and suppliers.	H
FF21-DD	'Manage the Active Duty and Reserve Enlisted workforce Compensation Centrally/Regionally.	H
FF21-J	COMPLETE MIGRATION TO WSIII ON ALL AFLOAT AND SHORE UNITS	H
FF21-K	DCA/DCO/PHS: Ensure members attend orientation program within 2 weeks of entering the service. Under current standard, members can wait sometimes up to a year before attending school, causing frustration and loss of faith in the system.	H
FF21-QQ	Regionally and locally manage the civilian workforce compensation	H
FF21-T	Evaluation by exception (evaluations are only needed for +/- comments). That will require changes to promotion system.	H
FHRET1	Develop a comprehensive action plan to increase expertise in all technical specialties (page 21)	H

Appendix D: Catalog of Future Force 21 Recommendations

<p>FFRET2/WC A-CO- 8/GAO-HR Checklist4/G AO- SCWFM1/S HRM3</p>	Develop a succession planning framework for the federal HR workforce (including intake and development) (page 22)	H
Field Input - 15	Take our job descriptions seriously and keep them up-to-date. One of the necessary requirements to doing this is to make the job descriptions a primary duty; perhaps an additional TRAINED senior enlisted in concert with the Force Managers.	H
flagbriefoct-12	Ensure 100% of pipeline training is accomplished for all optimally crewed vessels.	H
flagbriefoct-17	Fund thrift savings plan for Active Duty and Reserve.	H
flagbriefoct-19	Implement a system of credentialing that will smooth the transition to the civilian job market (which has been demonstrated to be an excellent recruitment & retaining tool)	H
flagbriefoct-7	Design a new assignment practices better matched to unit mission needs. (must better match workforce skills with individual, unit, and organizational needs.)	H
FLAMES-7	Use Reserve 's civilian skills	H
FLAMES-8	Build dynamic models of HR system	H
FLNA2	Provide quotas for Foreign Language Proficiency Pay (up to \$100/month /person) at units with critical mission need for foreign language skills (identified during data call).	H
GAO-HR Checklist1	HR Strategy should be aligned with the Agency's Core Business Practices; so must Human Capital. As form of the WF follows function, the workforce therefore should be managed using the business practices which are core to the agency.	H
GAO-HR Checklist2	Fully embrace concept of focused hiring or outsourcing tasks performed which are NOT part of the core business	H
GAO-HR Checklist2	Identify tasks performed which are not part of the core business practices (military essentiality). Hire contractors or civilians who already possess the skills to do the job.	H
GAO-HR Checklist3/F LAMES-6	Recruit using a lateral entry process that allows you to acquire the talent needed to perform specific missions.	H
GIT29	Develop more incentives such as: Accreditation of C School, qualification code upon completion of school	H
GIT40	Incorporate generic job-specific standards in basic training as recommended by G-WK.	H
HEALY-TRNG5	Develop alternative to traditional classroom instruction to provide WAGB 20 crew and shore support personnel training.	H
HRNA-14	Create incentives for self-development (I.e., time off from work, help with identifying possible tax write-offs, possibly small matching funds in lieu of TA for graduate courses, etc.)	H
JEMS6	Utilize performance based qual's @ unit (A schools will provide the Knowledge, Skills & Ability).	H
JONA15	Develop and institute a feedback tool for supervisors. There is a lack of feedback between JOs and their supervisors, which results in supervisors affecting JO performance in ways they are not even aware of.	H
JONA16	Provide a full time CPO billet for each CGA company to provide a leadership role model for cadets. Currently at West Point, there are 32 E-7s and 1 E-9 assigned. The Air Force Academy has 40 NCOs in the E-5 to E-7 paygrades. The Naval Academy has a sim	H
JONA37	Continue to conduct needs analysis of all workforce components to measure improvements and clarify optimal, root causes and solutions. LDC Research and Assessment Branch to carry out longitudinal study and provide information to the workforce.	H
JONA5	More interaction between CGA / OCS and CPOA, DCO, CWOI classes. Integrate these groups into the cadet / OC experience, both in the classroom (learning topics like honor and integrity) and social (activities, sports, dining, etc.) environment.	H
JRR13	Institutionalize use of the Quality Forces model -- Future studies briefed on the model and application	H
JRR14	Institutionalize use of the Quality Forces model -- Compelled for use in all future studies	H

Appendix D: Catalog of Future Force 21 Recommendations

JRR25	Concurrently charter interactive study and implementation teams to: Develop a Coast Guard Integrated Business Management Information System	H
MHC21-07	Use performance mgt systems to link incentives to performance	H
NPRDC4	Use Recruiting Information Delivery System (RIDS) to display data on demographics, economic conditions, educational status, recruit production and recruiting resources	H
NPTF1	Establish a core of HR professionals	H
NPTF11	Consider optimal retirement policies that permit either the employee or management to decide when retirement timing, separation incentives, or movement to part-time employment is appropriate.	H
NPTF5	Make people skills a major factor in selection for leadership positions, military and civilian.	H
OPMOR1	Develop and implement a recruitment program that meets speciality and diversity needs.	H
OPMSR1	Convene a full-time panel of Coast Guard active duty officers for a nine month period (or shorter) to study all aspects of the CG Officer Management System. Recommended in the following reports: Officer Personnel Management System Review, Oct 6, 1997; Officer Manageme	H
Pipeline26	Identify and convert training from traditional classroom setting to computer based training (i.e., EM-01 and EM-02).	H
RSALANT3	Coordinate the expansion of TRICARE Prime Remote (TPR) for active duty families via DoD's TRICARE Management Activity. Continue dialogue with Congress. If TPR for active duty families is not enacted, consider possible internal alternatives such as special allowance pay, universal health care.	H
RSAPAC1.0 2	Re-evaluate Group, Station and ANT Staffing Standards. G-OCS will complete a study (in progress) in October 2000 that will be vital to personnel shortage calculations.	H
RSAPAC1.0 4	Challenge old assumptions and try innovative "out of the box" solutions. For example, reallocate shipboard personnel to a manpower pool instead of to specific units. Use a civilian ship hall or AIRSTA model for cutter staffing.	H
RSAPAC1.0 8	Inadequate Housing and Medical Care should receive the highest attention as a retention issues. Ensure all employees have adequate housing.	H
RSAPAC2.0 8	Create a database of multilingual personnel and, like the DoD, compensate and offer incentives to CG members with mission-relevant language skills	H
RSAPAC2.1 0	Develop a standardized computer based HR information management system for the Coast Guard.	H
RSAPAC2.1 1	Review staffing standards to better align unit requirements with mission requirements.	H
Sailor21-9	Web-based marketplace for sailors and jobs	H
SENA17	Conduct a collateral duty Command Chief training course (resident or nonresident) each year. The agenda would consist of building upon the required optimals. Conduct at a Training Center to reduce cost or explore the development of a nonresident on-line interactive course.	H
SENA22	Develop a career road map for our junior enlisted members with an emphasis on "Target for Success." Tie into Enlisted Career Development Program.	H
SENA27	Implement a Workforce Evaluation Competency Assessment Model (Current training structure supports this initiative – Partner with Leadership Development Center/HRSIC/CG Institute (research & assessment) and G-WP.	H
SPMPSPE9	Investigate, develop & implement alternative ways of crewing ships	H
STORM2	Support industry standard parallel for certifications, licensing, and education (CG University/Military Apprenticeship Program/Mariner licensing/Professional Engineers/Lawyers/Medical)	H
STORM4	Training through technology à distance learning, e.g. CGU	H
STORM5	Managers and supervisors need people skills and knowledge in legal and policy responsibilities	H
WCA-C-4	Publish leadership competencies and incorporate them into formal systems (training, assignments, evaluations, promotions, etc.)	H
WCA-C-8	Develop a senior mgmt communication plan	H
WCA-CO-4	Re-engineer the enlisted advancement formula	H
WCA-CO-7	Charter QAT to develop a separate developmental piece to complement the OER system	H
WCA-L-3	Use the current commandant quality award (CQI) criteria to manage the HR system	H
WEHREN-3	Fix PAL (isn't right and doesn't list true needs)	H

Appendix D: *Catalog of Future Force 21 Recommendations*

WF2020	Identify positions which could be filled by older experienced workers or persons with disabilities. Develop policies (i.e., part-time, telecommuting) that would attract an older workforce.	H
WPTS14	Develop an education plan to market the benefits and policies associated with workforce performance improvement initiatives	H
WPTS47	Identify future training requirements and the whole range of Human Resources MIS and process requirements and use that to design HRMIS. Capitalize on PeopleSoft capability to provide competency based personnel systems.	H
WPTS55	Identify, catalogue and share successful case studies where technology has measurably improved workforce performance.	H
WPTS7	Identify the skills, knowledge, attitudes, and abilities needed of CG managers and human performance consultants and analysts.	H
2.1.1.H.7	Rewrite policies and laws to remove barriers.	H
2.3.1.C	Seek legislation to offer retention bonuses to officers.	H
ALTED1	Establish alternative education programs (off-duty: can be accredited executive or online etc) for all sections of the workforce.	H
Beth2	Modify the civilian hiring procedures so that all applicants are considered by the hiring office not just those determined by OPM. (i.e., OPM usually sends the top 3 vice all applicants).	H
CGIS-RPT	Create CWO Specialty for CGIS/Special Agents	H
CIVNA1	Increase both the number and quality of learning opportunities available to members of the Coast Guard civilian workforce. To some extent, this can be accomplished by taking advantage of computer-based training (CBT) technology.	H
CIVNA11	Establish a base-level of funding to provide mentoring training/learning opportunities to 15% of the civilian workforce annually.	H
CIVNA6	Make the Leadership Development Center (LDC) a Center of Excellence for high-tech learning opportunities for supervisory, managerial and leadership skills for the entire Coast Guard workforce, including civilians.	H
CIVNA8	Teach organizational units how to create an environment for continuous learning and use the principles found in "Getting Results Through Learning" video courses.	H
Cont Learn 1	embrace/develop distance learning, e.g. technical specialty areas, C-schools	H
Cont Learn 12	Embrace/develop distance learning, e.g. technical specialty areas, C-schools	H
Cont Learn 14	Increase alternative education (off-duty) support for all workforce elements.	H
Cont Learn 2	Create degree programs for junior enlisted targeting 3-5 years of service.	H
Cont Learn 5	Increase alternative education (off-duty) support for all workforce elements.	H
DSBTF 18	Modify the "up or out" requirement for selected skilled personnel or rates that have historically high attrition. (i.e., High Year Tenure (HYT))	H
EAST15/AWSS/WPTS23	Include incentive points for self-investment, professional license, advanced degree. Given significant budget constraints, an additional Future Potential factor on the CPO EPEF should be included as an interim (potentially long-term) tool to award self-investment in the CGSEAS.	H
ECDP-NWSS11/JEMS/Generations2/FLAMES-4	Expand Guaranteed A-School Program (i.e., General guaranteed A-school recruitment with 6 year contracts) and reduce the size of the "unaffiliated" nonrate pool.	H
ECDP-NWSS18	Implement culminating event similar to the USMC Crucible/USN Battle Station experience.	H
ECDP-NWSS19	Acquire/Install New Training Aids for Recruit Training (eg. Computer lab, software, simulation equip)	H

Appendix D: Catalog of Future Force 21 Recommendations

ECDP- PODI39	Establish a strikers and Direct-Accession Petty Officer Leadership Training course.	H
EPODC7	Develop self-paced interactive courseware of tasks pertaining to stability and buoyancy.	H
FAWW1	Document & develop skills and competencies for the future workforce.	H
FF21 Team - 19	Extend civilian options to being Reservists for Journeyman/Master career ladders	H
FF21 Team - 25	Identify the delivery methods for the desired competencies: Training and Qualifications.	H
FF21 Team - 42	Objective 2.4.1 - Develop policies to facilitate transitions between workforce components including lateral entry, rating shifts and units.	H
FF21 Team - 44	Require robust civilian IRM system	H
FF21 Team - 49	Use internships for Modified Apprentice/Journeyman/Master	H
FF21 Team - 50	Develop integrated career plan with timeline (model) for Reserve officer workforce (recruiting, training, assignment, compensation, transition policies).	H
FF21 Team - 51	Restructure Reserve Officer workforce PAL/RPAL to modified Apprentice, Journeyman, and Master model by specialty.	H
FF21-R	Establish CSTs for all cutters.	H
flagbriefoct- 10	Develop a more systematic approach to continuous lifelong learning. (continuous individual & organizational learning.)	H
flagbriefoct- 23	provide just-in-time & self-directed learning capabilities & networks (related to CBT)	H
flagbriefoct- 24	validate and adjust SELECTION CRITERIA (accession, training, advancement, specialty)	H
flagbriefoct-4	CG must have and manage a PERFORMANCE IMPROVEMENT SYSTEM. (that system must be at the core of our human resource efforts if substantive sustained performance can be achieved.)	H
flagbriefoct-5	Deploy new performance support to enhance on-the-job performance & improve training delivery. (would include tracking all specific knowledge, skills & abilities for specific)	H
flagbriefoct-6	Design a flexible HR system enabling the CG to provide the flow of appropriate people and skill sets to anticipate and meet unit requirements.	H
GIT23	Implement cross gender/cross cultural communication training for all instructors CG wide: This would improve instructor awareness of phenomena such as classroom "chill" and enable them to truly integrate students. The DEOMI exportable training could provide this training on an annual basis.	H
GIT45	Incorporate the three-day DEOMI course for Company Commanders (CC) addressing cross-gender and cross-cultural communication should also address how to teach professional relationships to recruits.	H
GIT50	Implement Recruit Training Performance Objectives (TPOs) from NWSS.	H
HEALY- OLSP-4	Dedicate computer-based training consultant assigned to NESU/ESU to assist minimally-manned ships.	H
HRMGPP1	Integrate personnel information technology systems	H
JONA2	Develop supervisor training for O-3s & O-4s (role modeling, leadership, counseling and feedback skills, etc.) similar to LAMS but targeted to O3s & O4s so that O1s and O2s have better role models. Better role models will translate into better Jos.	H
JONA3	Develop and deliver awareness training at all levels of the organization which allow people at the unit level to have discussions about: (1) what work-life balance means to different individuals, (2) that there may be generational differences in how work-life is applied.	H

Appendix D: Catalog of Future Force 21 Recommendations

NPRDC8/RS APAC2.06/R SAPAC2.14	Increase Computer Based Training throughout CG. Use computer technology to train the workforce, which will help develop expertise faster, reduce training costs, and create the capability to quickly update and replace training modules to align faster with work and workplace needs. Invest in technology-based, distributed training where instructional models have produced measurable returns in performance, extra effort on the job and job satisfaction for other organizations. Computerized training is useful and efficient. Increase use of internet or other agencies for training delivery. Provide training data to training coordinators at field/area levels.	H
OPMOR10	Develop and track key outcome indicators that assess whether human resources goals are being accomplished.	H
PAV20219/R SM6	Identify billets which civilian employees and contractor personnel could fill that are currently being filled by uniformed members ashore or afloat.	H
RPA21Cen4	Rotate Crews, not ships because of the need to maintain opstempo while recognizing family separation & Perstempo issues	H
RPA21Cen8	Create lateral entry and/or system with personnel moving in and out of military over the course of their careers due to COTS, civilian market & civilian business practices.	H
RSALANT1	Provide more funds for commercial training. This issue must continue being addressed through a multi-pronged approach involving policy review and modification, reallocation of available resources and addition of base resources.	H
RSAPAC2.0 1	Admit the generalist-only career model does not work. Endorse specialization and give it value through the promotions process.	H
RSAPAC2.1 6	Re-evaluate the PAL/RPAL against existing contingency plans for the right mix and numbers of active duty, reserve and auxiliary billets and experience.	H
RSM2	Offer formalized training programs and require pay back tours (e.g. MicroSoft Certification Evaluation training).	H
RSM7	Increase budget allocated to training Information Technology personnel; Document payback requirement immediately.	H
SENA13	Add a Command Master Chief training course (resident or nonresident) each year. The agenda would consist of building upon the required optimals. Conduct at a Training Center to reduce cost or explore the development of a nonresident on-line interactive course.	H
SENA38	Draft legislation that would allow the Coast Guard to expand the 3% ceiling limit on E-8's and E-9's. Other armed forces have been successful with this recommendation.	H
SURF22	Ensure Crew Stations Large have XPO and 1 BM2 (two surfman) to provide immediate backfill to Station Small.	H
SURF23	Continue Surfman seeding program waiver to generate a pool of qualified Surfman at D1 and D5 units that can then train and qualify surfman and surf teams at the unit. 'Grant waivers to D1 and D5 units to support their surfman seeding program	H
SURF3	Staff stations with at least one surfman in the command cadre. Crewing at this level will ensure surfman availability for training and development	H
SURF6	Provide districts with 2 additional MLB's to maximize training opportunity within their AOR	H
WPTS18	Provide just-in-time and self-directed learning capabilities and networks	H
WPTS21	Create funding capability as an incentive to training commands to develop self-directed and just-in-time learning modules to reduce resident training where appropriate.	H
WPTS27	Re-position training providers to centers of excellence for workforce performance and knowledge and skill development in the following functional areas: technology, operations, aviation, human resources and marine environmental protection and safety.	H
WPTS30	Co-locate or virtually link support commands that influence or direct workforce performance improvements in the areas of technology, operations, aviation, human resources and marine environmental protection and safety.	H
WPTS31/ JRR5	Move toward core & strand, knowledge management, and other efficiencies through consolidating compatible training and functional areas including: electronics (systems), operations, marine safety, aviation, and human resources.	H

Appendix D: Catalog of Future Force 21 Recommendations

WPTS5	Align and develop processes, structures, staffing and policies to more effectively provide performance analysis assistance.	H
WPTS51/WPTS52	Identify future needs, develop detailed plans, and gain commitment for resources for CG-wide instructional technologies and Enlisted Performance Support System (EPSS), including distance learning and automated electronic classrooms. Ensure joint DoD compatibility.	H
Field Input 5	Place a greater emphasis on leadership. The Navy Times interviewed several people getting out of the service; Officers, enlisted, minorities, pilots, doctors, you name it they interviewed them and the #1 reason for getting out was the lack of faith in leadership. Thats a disgrace.	H
JRR29	Concurrently charter interactive study and implementation teams to: Establish the Coast Guard University	H
FF21-BB	Institute a policy of tour completion regardless of promotion for all enlisted assignments.	H
FF21-D	Adopt industry standards to improve overall Coast Guard health care facility operations.	H
FF21-HH	Prepare health care administrators to be qualified to run health care facilities. Provide advanced education approved by the Association of University Programs in Health Care Administration. (AUPHA).	H
FF21-JJ	Profile physician practices to improve cost efficiency and productivity. (CHCS) Superbill to track.	H
FF21-KK	Provide break even analysis for CG clinics. Determine what goods and services we provide, at what cost we provide them, and to what beneficiary class.	H
FF21-LL	Provide gender sensitive medical care by qualified specialists. Currently such care is provided by our medical officers who are not specialists, which results in a perceived degradation of care received.	H
FF21-RR	Replace shipboard corpsman with a generic aid provider. (ie. A BM or MK trained as an EMT)	H
FF21-S	Evaluate health care alternative methods (DOD, FEHBP, Joint Ventures,etc) to deliver healthcare goods and services to eligible beneficiaries.	H
FF21-SS	Skill-based, on-the-spot, field promotions/cash awards within AJM levels.	H
FF21-TT	Standardize equipment Life cycles to facilitate timely and budgeted replacement.	H
FF21-U	Expand hours of operation where profitable, specifically when located in close proximity to housing facilities and large customer base warrants increased hours.	H
FF21-UU	Track individual practice parameters and set workload standards (X patients per hour).	H
FF21-W	Expand use of telemedicine technologies for all operational units.	H
CIVNA15	Include mentoring skills in Leadership and Management School (LAMS),	M
Cont Learn 19	Treat continuous learning as an investment in success rather than as a cost to be minimized.	M
EAST2	Edit/Improve aesthetically RECOMMENDATION FOR ADVANCEMENT and CONDUCT blocks on the NR, PO, and CPO EPEFs	M
FF21 Team - 6	Centrally and regionally manage civilian workforce assignments	M
FLNA8	Monitor the CGSAILS database for incidents requiring foreign language skills in order to identify those units with a critical mission need for foreign language skills.	M
GIT2	Modify recruiter goal to include successful completion of recruit training. Develop system to reward recruiters for providing qualified candidates that successfully complete training (Quality vs. Quantity).	M
GIT21	Require a standard screening process for assigning Company Officers at CGA.	M
GIT48	Adopt the "Life 101" or similar course to introduce recruits to the concept of professional behavior.	M
JONA18	Eliminate the first OER after reporting aboard first unit. Replace the first OER (formal performance evaluation) with the 360 degree JONA "Actual" Survey that provides direct feedback on a much wider view of JO performance.	M
JONA19	Remove O-1 OERs and performance Page 7s for all O-3 and beyond selection boards (promotion, graduate school, special assignment, command screening, etc.) in order to combat the zero-defect mentality.	M
JONA8	Designate "approaching senior enlisted and/or supervisors" and "holding others accountable" as topics for Human Relations Council discussion on a recurring basis.	M
Pipeline30	Add 110' WPB Control Systems (EM-32) Course to the Master Training List as a pipeline training requirement. (47OLSP3)	M
SENA1	Adopt the defined role, responsibilities, and optimal of a Senior Chief Petty Officer and Master Chief Petty Officer.	M
SURF2	Scrub the surfman PAL to optimally staff stations to operate in breaking surf conditions	M

Appendix D: Catalog of Future Force 21 Recommendations

SURF42	CGPC-epm attempt to assign Surfman from NMLB school to unit attempting to qual Surfman	M
SURF50	Incorporate the benefits of open comms and the sharing of ideas with regards to mishaps and lessons learned in the OIC/XPO course	M
1.3.8.1	Correlate various career paths in various workforce component/rating/specialty/series.	M
2.1.1.F.5	Continue FAST Recruiting Team Program. Partnership with other programs to invite FAST teams or recruiters to programmed sponsored events given to the public.	M
2.1.2.A.7	For the DCE program, target mechanical, chemical and marine engineering majors (need more clearly defined criteria for the program so we don't target people with engineering degrees that are not of use to the CG).	M
2.1.2.D.4	Use PPEP/BOOST programs targeting specific sub-specialties. Also, expand PPEP using existing 56 funds.	M
ALE18	Develop a COMDTINST mandating necessary resources are available prior to implementing any new training requirements. This COMDTINST will require that performance solutions maximize efficiency, effectiveness, and consistency of training, be compatible with the varying attributes of the ALE (WP3) and have life cycle support (WP4). The TCC shall validate this prerequisite prior to approving new training requirements.	M
CIVNA12	Encourage the practice of mentoring by adding a mentoring/career development section to performance appraisals, and require comments discussing supervisors mentoring and development of subordinates,	M
CIVNA21	Create a course similar to the Unit Leadership Program to teach conflict resolution techniques or consider using an existing curriculum such as "Increase in Human Effectiveness."	M
CIVNA48	Publish professional development opportunities in various media.	M
CIVNA64	Create military to civilian mentoring program to learn the other's structure, values, and perspectives.	M
DSBTF 22	Continue to use shorter enlistment tours. (FF21-23) (Note: CG currently uses 2, 3, & 4 year enlistment programs)	M
DSBTF 22	Offer an indefinite enlistment program to personnel with over 10 years service.	M
EAST10	Use board selection for advancement from E-8 to E-9	M
EAST3	Weigh the most recent performance evaluations heavier than earlier ones in the Coast Guard Service Enlisted Evaluation System	M
EAST4	Revise scoring time in service to avoid awarding "dinosaur points"	M
EAST6	Revise the scoring of TIR to reduce awarding points for basic eligibility and avoid awarding dinosaur points	M
ECDP- GENREC49	Redesign Non-Resident_Based Military Requirements (MRN) Courses.	M
ECDP- GENREC50	Update MRN Performance-Based Qualifications (PBO's)	M
FF21 Team - 14	Ensure the Coast Guard is listed on the Selective Service Post Card	M
FF21 Team - 16	Establish civilian, military, reserve, and auxiliary outreach with HBCUs, HACUs, etc.	M
FF21-5	Charter a Flag-level Officer Needs Assessment to include critical jobs such as Commandant, Vice, Chief of Staff, Assistant Commandants, Area Commanders, District Commanders, etc.	M
FF21-6	Identify the competencies required to perform successfully as the MCPOCG and appropriate methods to ensure those.	M
flagbriefoct- 16	expand and clarify the role of the "Academy after Next" (determine the need for a CG "University", its roles, etc, including the concept of a CG War College, using training centers as remote campuses of the CG University....)	M
GIT60	Incorporate additional values training, tailored to rank, job, and leadership responsibilities, in all Coast Guard training curricula. The Senior Enlisted Needs Assessment, Chief Petty Officer Needs Assessment, and Junior Officer Needs Assessment should include recommendations that address this training need.	M
GMHR Pilot 3	Inspector Billet Civilianizations. To address industry concern with marine inspector geographical stability and maintain a strong cadre of technically qualified senior marine inspectors we propose that select commissioned officer SMI billets be designated for civilianization.	M

Appendix D: Catalog of Future Force 21 Recommendations

JONA22	The LDC & WTL Web sites should disseminate information regarding generational value gaps and information on how to overcome those differences.	M
JONA26	Increase awareness and knowledge of HR cases and mishaps. Accession sources could use this information as case studies (both positive and negative) for cadets to assess the chain of events (and decisions-making) back to where judgment went awry.	M
NPTF7	Develop and implement a communications program to reinforce the importance and value-added of all aspects of total-force, including civilians.	M
Pipeline17	Identify the key stakeholders in training allowance billets. Publish an explicit policy on their use.	M
Pipeline6	'The pipeline training requirements should be standardized and clearly communicated from the Personnel Command. Personnel Command needs to identify expected vacancies one year ahead of time. For pipeline training quotas, training providers need to schedule the vast majority of offerings from January through May.	M
SPMPSPE5	Expand geographically focused recruiting efforts. Target specific geographical locations for technical skills, diversity, etc.	M
SURF43	District and Groups continue to support stations valid need for Team Coordination Training and facilitation support on an at least a biennial training cycle	M
WCA-CO-13	Build a career network using command enlisted advisors (CEAs), rating and force mgrs, chiefs of the boat (COB) and career information specialists (CIS)	M
WCA-CO-15	Enhance the career information specialist (CIS) program to improve career counseling avenues for enlisted personnel	M
WCA-D-3	Improve diversity mgmt skills	M
2.1.1.H.8	Decentralize control of civilian PAL to Area/MLC/District level	M
2.1.2.B.1	Establish a formal recruiting network, including military/civilian recruiting specialists/experts plus auxiliarist and local CG team member.	M
2.1.2.D.3	Target geographic areas known for needed skill sets with marketing outreach.	M
2.1.2.D.5	Convert SRB Bonus/Advanced Education. Reprogram SRB funding into educational funding. Allows personnel to attend school vice receiving a bonus.	M
ALE16	1) Develop a measurement tool to determine the amount of time currently required to complete training and learning onboard various cutter classes. 2) Compare this to time available/actually spent. 3) Determine a way of closing any gap (e.g. increase time, decrease training load, increase performance solution efficiency).	M
ALE17	Draft a memo for G-CCS signature to G-S & G-A requiring the procurement of new computer systems that can support current and future training/learning applications. Systems must come with full life cycle support, necessary bandwidth and communications capability for use both inport & underway.	M
Cont Learn 15	integrate continuous education into current career development	M
Cultural Changes Article3	Close the gap between the quality of life standards for officers and those for enlisted personnel aboard ships.	M
DSBTF 9	Review expanded participation of civilians and private sector personnel throughout the force including direct support and contingency operations.	M
ECDP-NWSS15	Review and validate medical standards. Medical standards are inconsistently applied at pre-enlistment MEPS screening and post-enlistment Recruit Training screening; this results in costly, otherwise avoidable attrition after arrival at Recruit Training.	M
FF21 Team - 10	Develop specialty-unit career paths.	M
FF21 Team - 13	Eliminate TIG/TIS requirements and base promotions/advancements strictly on competencies (including experience) and performance.	M
FF21 Team - 38	Manage the Reserve Officer workforce Assignments Regionally/Decentralized.	M
FF21 Team - 39	Market specialties/ratings and CG missions to prospects (external, internal and transitioning members).	M

Appendix D: Catalog of Future Force 21 Recommendations

FF21 Team - 43	Offer ROTC type scholarships to attract a civilian workforce.	M
FF21 Team - 8	Develop rating-unit career paths.	M
FF21 Team - 9	Develop special duty assignment pay for officers assigned as recruiters.	M
FF21 Team- 3	Simplify procedures for bringing a CG Reservist on Active Duty.	M
FF21-GG	Pay for civilian transfers.	M
FF21-M	Develop strategy to recruit, hire, and retain personnel for short- and long-term multilingual needs using all workforce components	M
FF21-N	Empower personnel at the lowest level with decision-making authority but still allow lateral communications of best practices.	M
Field Input 8	Reserve ratings need a JRR. The assumption is that they fit neatly into the same rating structure as the Active enlisted.	M
flagbriefoct- 11	Develop a workforce monitoring system (WMS) to analyze trends, assignment and promotion trends; performance evaluations; disciplinary actions; complaint ratios..... And other personnel info....	M
FLNA10	Identify any foreign language resource needs and take action to meet those needs.	M
FLNA7	Release an ALCOAST directing all units to enter every incident requiring foreign language skills into the online CGSAILS database.	M
FLNA8	Monitor the CGSAILS database for incidents requiring foreign language skills in order to identify those units with a critical mission need for foreign language skills.	M
GIT39	Adopt Cooper Institute physical fitness standards for basic training as recommended by G-WK to be incorporated into Nonrate Workforce Structure Study (NWSS). Ensures fitness level of all trainees is raised despite entry-level condition.	M
HPDRCRQ	Expand (officer, civilian, enlisted) and centralize recruiting resources. Consider having 3 levels of recruiting (entry level, mid-management and senior levels).	M
HRNA-1	Conduct an front end analysis to determine major accomplishments & tasks that need to be performed to accomplish HR/Sexual Harrassment. Prevention/Diversity Management jobs	M
HRNA-12/GIT/HR NA-33	Develop more performance supports -- EPSSs can help a person locate the information he or she needs, just in time, related to the work he or she is doing at the time.	M
HRNA-6	Develop Instructional Plan costing out and listing benefits/costs of various delivery types for all courses.	M
NPRDC15	Acquire methodology and software to measure the effect that Quality of Life programs have on recruitment, retention, readiness, and performance	M
NPRDC3	Use Compensatory Screening Model (CSM) to solve problem of identifying pool of applicants without high school diplomas.	M
OPMOR2	Expand recruiting efforts to non-traditional sources (i.e., Outstanding Scholar Appointment Authority to supplement other recruitment activity)	M
RPA21Cen7	Increase housing benefits as the services reduce government housing	M
RSAPAC1.0 5	Expand administration of the automated climate assessment tool (OAS) CG-wide to gather important HR information regarding work environment, job satisfaction, health and well being, teamwork, and leadership effectiveness	M
RSAPAC2.0 7	Develop a plan to use the right mix of active duty, reserve and auxiliary members to resolve experience and training shortfalls in the Contingency Plan.	M
RSM1	Adopt the recommended support structure and level the infrastructure support personnel between ESUs.	M
SENA33	Relocate all Rating Force Master Chiefs under G-WP directorate.	M
WPTS32	Establish a Coast Guard Performance and Training Command to support all education and training providers with common tools, services, and resources including: Performance Technology Center, coordinator of cross-provider training programs (including acqui	M

Appendix D: Catalog of Future Force 21 Recommendations

1.3.8.3	Grant civilians comparable reserve status for their development as well as a potential method of transitioning within the current workforce.	M
1.3.8.G.3	Eliminate 30 year cap (Drucker says people can work to 77 years old).	M
2.1.1.C.4.	Examine the feasibility of establishing an ROTC program. Explore using PG Students to at as school liaisons and mentors to the ROTC candidates.	M
ALE15	Develop an Educational Services Officer program. 1) First, a baseline set of requirements and/or expectations needs to be established. 2) Develop and utilize a measurement tool to determine ESO effectiveness at meeting requirements and the barriers to their success. 3) Develop and implement solutions to improve performance and overcome barriers.	M
Cont Learn 10	Create degree programs for junior enlisted targeting 3-5 years of service.	M
Cont Learn 16	make formal education, e.g. graduate/technical degrees, availability the norm	M
Cont Learn 17	Provide incentive to keep up with technology	M
Cont Learn 18	provide incentives for continuous learning	M
Cont Learn 6	Partnership with local universities to exploit business, technical, and analysis opportunities.	M
DSBTF 23	Examine the feasibility of commissioning all officer as regular officers regardless of the source of their commission. (Note: CG currently has Regular, Temporary, and Reserve Commissions) Consider promotion, retirement, status, separation benefits etc.	M
DSBTF 25	Provide health care coverage to over- 65 beneficiaries.	M
FF21 Team-2	Provide opportunity for all members to complete Bachelor's Degree by end of first tour.	M
flagbriefoct-20	implement an entry level "bootstrap" type program to be successful in preparing new entrants that are otherwise recruitable but have not been adequately prepared for our job requirements	M
FLNA9	Liaison with DoD Foreign Language Programs and the Defense Language Institute in order to take advantage of their translation and interpretation services, including software, training, job aids, and interpreters.	M
HRNA-2	From results of front end analysis, design & adopt a 3-tiered approach to training (Entry, mid & senior levels)	M
JRR15	Institutionalize use of the Quality Forces model -- Integrate into Coast Guard HPT applications	M
SHRM4	Design and implement a strategic management tool which links individual employee performance goals to agency goals.	M
STORM1	Develop and/or expand the program for exchange personnel* in countries to meet expanding multi-lingual and -cultural requirements + other federal agencies (e.g. Dept of State, Treasury, Justice, and DOD)	M
WPTS53	Assign dedicated training system personnel, knowledgeable in instructional technologies and EPSS, to developing a Coast Guard learning network.	M
1.3.8.G.1	Reduce retirement request submission time frame (currently at 6 months to 2 years). Allow members to request a retirement date earlier than the minimum 6 month policy. Reduce to 60 days notice.	L
CIVNA20	Advertise and use more widely existing coaching and counseling documents such as "A Supervisor's Guide to Career Development & Counseling for Civilian Employees."	L
CIVNA24	Encourage discussion sessions between supervisors and employees begin early and firmly set expectations and standards for individual performance.	L
GMHR Pilot 4	Flexible PAL - Establish a completely flexible PAL for MSO Providence to test the cost and benefits of the commanding officer selecting the workforce mix to meet real time changes in his local AOR workload.	L
SENA5	Adopt the defined role, responsibilities, and optimal of a Rating Force Master Chief, Gold Badge Command Master Chief, Collateral Duty Command Chief, Command Senior Chief & Silver Badge Command Master Chief.	L
1.3.8.2	Ease recall of retirees in all workforce components (consider a reserve-like category).	L
1.3.8.A.1	Enable voluntary reductions in rank/paygrade based on job or career paths.	L

Appendix D: Catalog of Future Force 21 Recommendations

1.3.8.G.2	Use voluntary early retirement authority and voluntary separation incentive program as workforce shaping tools.	L
ALE8	Ensure policy and procedures are in place to determine appropriate frequency for occupational analysis (OA). Ensure OA's are carried out at regular enough intervals (to be determined by proper analysis) to ensure that the knowledge and skills requirements for the workforce are identified and updated as needed to support cutter readiness. Ensure budget item is submitted to support EQP.	L
CIVNA58	Develop computer-based model or a reference handbook with information on Coast Guard and DOT organization that links individual jobs with the organization and strategic goals;	L
CIVNA63	Develop web page for military/civilian crossover issues (frequently asked questions);	L
Cont Learn 8	Assess return on investment for PG programs. Get multiple paybacks for PG and/or consider civilians for same opportunity to maximize ROI.	L
FF21 Team - 22	Identify desired competencies of Active Duty and Reserve Enlisted.	L
FF21 Team - 23	Identify desired competencies of Active Duty and Reserve Officers.	L
FF21 Team - 26	Identify the desired competencies of all officer specialties for each unit-type and equipment (both existing and new acquisitions)	L
FF21 Team - 28	Identify the desired specialty-specific competencies for the remaining Reserve officer world-of-work.	L
FF21 Team - 29	Identify the general competencies of the Active Duty and Reserve Enlisted workforces.	L
FF21 Team - 30	Identify the general competencies of the Active Duty and Reserve Junior Officer workforce.	L
FF21 Team - 5	Become members of associations (like HRMS) for access to their library.	L
FF21-MM	Publish cultural calendar and distribute based on specific unit demographics, e.g. Chinese New Year, Jewish holidays, et cetera	L
FF21-V	Expand Space A travel to include dependents within the continental U.S.	L
Field Input 13	Use OERs and evals for peer review in CGA.	L
Field Input 2	Define desired state of leadership	L
GIT55	Mandate standardized alcohol abuse and rape prevention training at all accession points.	L
HRNA-8	Consolidate all HR/SHP/DM training under one Program	L
Proceedings July 2000 -1	Provide tuition assistance to spouses.	L
Proceedings July 2000 -2	Pursue contracted, discounted air-fare schedules with major airlines serving fleet concentration areas to make it easier for service members to visit family.	L
SPMPSPE1	Expand use of Warrant Officers: develop ways to maximize use of CWO's in other specialties (i.e. Senior Marine Inspector, Helo pilots, etc)	L
2.1.2.B.5	Require personnel attending advanced education programs sponsored by the CG to contribute to the recruiting process (i.e., attend local job fairs, high schools, post-job opportunities at colleges, serve on interview boards)	L
CIVNA27	Link awards and performance appraisals to established performance milestones and goal achievement - use them to encourage individual growth, action orientation and acceptance of reasonable risk.	L
CIVNA29	Evaluate opportunities for employees to evaluate their supervisor - i.e. 360o performance evaluation, anonymous means to provide feedback on supervisor performance that results in consequential action (rewards/development/etc.).	L
CIVNA37	Modify EARS instruction to address Individual Development Plans.	L
CIVNA47	Add professional/career development competencies to the civilian evaluation system	L

Appendix D: Catalog of Future Force 21 Recommendations

CIVNA49	Publish professional development goals into all performance appraisals and require comments in those sections.	L
CLCVTF04	Strategic vendor partnering. Use outsiders to run value added HR services with a system of testing and feedback mechanisms to ensure that vendor activities are tailored to the needs of the corporation.	L
Cont Learn 7	(Fill gaps for current employees now.) Support employees making the best use of information technology to do their work and to gather and share knowledge. (Provide the opportunity, incentives, support, and training)	L
ECDP-GENREC46	Redesign Enlisted Performance Evaluation Forms (EPEF's)	L
FF21 Team 7	Correlate/Integrate workforce component evaluation systems.	L
FF21-CC	Institute/review customs/courtesies for all workforce components.	L
JONA1	Develop and deliver interpersonal skills training at the accession points and throughout a career that addresses self-awareness and values. There is a tendency inherent to human nature to give in to peer pressure due to the desire to fit in.	L
JONA12	Develop and institute a mandatory feedback tool based upon the JONA optimal, leadership competencies, and OER performance dimensions.	L
JONA29	Redesign cadet evaluation reports to reflect the junior officer optimal. This redesign will better align their performance expectations with what is expected of them, as well as define success during their first tour. Consider using OER.	L
RSAPAC2.0 9	Add foreign language training and linguistics to the Academy curriculum.	L
1.3.8.A.2	Integrate retirement packages for all workforce components.	L
1.3.8.A.3	Provide comparable benefits for all workforce components (eliminate inequities, PG, TA).	L
Beth1	Job Sharing: Implement a part-time military workforce family friendly work schedule authorizing members to work half-days at reduced pay and benefits level. (i.e., Reserves could work 20 hours a week for 4 hours a day). Examine feasibility of offering to all workforce components.	L
HRNA-36	Create an Alternative Dispute Resolution (ADR) Specialist position. The training requirement is not excessive (6-8 weeks). ADR has a much better track record in solving organizational problems at the lowest level because it focuses on conflict resolution vice the more adversarial "who is right and who is wrong."	L
WPTS41	Align with Assistant Commandants and Area Commanders to define and validate metrics for training in terms of customer service, readiness and performance goals. Consider DoD measures reported to Congress.	L
WPTS57	Collaborate in joint military and DOT projects for instructional technology and EPSS initiatives, where feasible and cost effective.	L
Generations 4	[Re: Req'd Nat'l Svc by ~2005] Adopt two tier system: One for CG professionals which is flexible enough to retain the best and an entry level system to provide initial specialized training	L